

**BF.II High school graduation and dropout rates for children with disabilities are comparable to graduation and dropout rates for nondisabled children.**

**1. Baseline/Trend Data and Analysis (for reporting period July 1, 2003 through June 30, 2004):**

Calculations differ for students with disabilities and all students due to the following:

<b>Difference in Calculations/Reporting</b>	<b>Students with Disabilities</b>	<b>All Students</b>
Collection method	Screen 12 of Core Data by district and age	Screen 13 of Core Data by building and grade level
Exiters Reported by	District paying tuition, generally	District/Building of attendance, generally
Graduation rate calculations	Number of graduates / (number of graduates + number of dropouts) x 100. Cohort dropouts not available due to collection by age, uses total number of dropouts that school year instead Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP	Graduates / (9-12 Cohort Dropouts + Graduates) x 100  Cohort dropouts available due to collection by grade level  Graduates include students awarded diplomas based on number of credits or by achieving goals on IEP
Dropout rate calculations	Number of dropouts / Total child count ages 14-21 Average enrollment not collected for students with disabilities, uses 14-21 child count as of December 1 instead	Number of dropouts divided by average enrollment Average enrollment is collected for all students
State Operated Programs	Data excluded when comparing rates for students with disabilities to rates for all students because prior to 2003-04, State Operated Programs did not report data on Screen 13 which is where data for all students is reported.	Prior to 2003-04, State Operated Programs did not report on Screen 13, so were not included in the total for all students

Graduation Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Graduates	Number of Graduates & Dropouts	Graduation Rate	Number of Graduates	Graduation Rate	
1999-2000	4,451	8,331	53.4%	52,779	80.1%	26.7%
2000-2001	4,886	8,027	60.9%	54,111	81.4%	20.5%
2001-2002	5,281	8,094	65.2%	54,510	82.4%	17.2%
2002-2003	5,655	8,090	69.9%	56,477	84.0%	14.1%
2003-2004	5,737	8,222	69.8%	57,573	85.1%	15.3%

Sources: All Students data from <http://dese.mo.gov/schooldata/four/000000/gradnone.html> as of 11/02/04.

Students with Disabilities data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

Formulas:

- Students with Disabilities Graduation Rate: Number of graduates / (number of graduates + number of dropouts) x 100
- All Students Graduation Rate: (Graduates / (9-12 Cohort Dropouts + Graduates)) x 100

Dropout Rates						
Year	Students with Disabilities			All Students		Gap (All – Spec Ed)
	Number of Dropouts	Child Count Age 14-22	Drop Out Rate	Number of Dropouts	Drop Out Rate	
1999-2000	3,880	40,354	9.6%	11,714	4.5%	5.1%
2000-2001	3,141	41,542	7.6%	11,080	4.2%	3.3%
2001-2002	2,813	43,332	6.5%	9,621	3.7%	2.8%
2002-2003	2,435	44,866	5.4%	9,056	3.4%	2.0%
2003-2004	2,485	46,100	5.4%	10,354	3.9%	1.5%

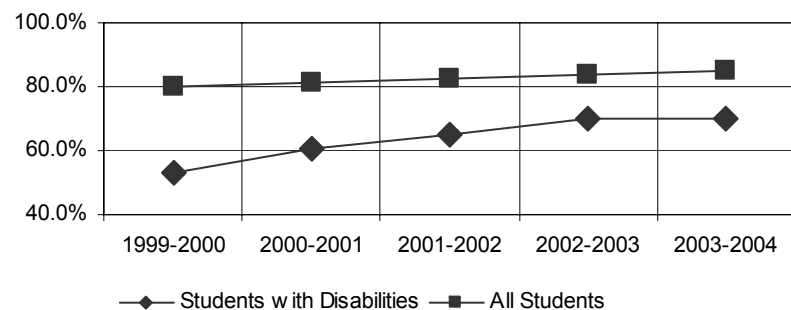
Sources: All Students Data from <http://dese.mo.gov/schooldata/four/000000/droptnone.html> as of 11/02/04. Students with Disabilities Data from Screen 12 of Core Data as of 3/24/05.

Notes: Data does not include Missouri Department of Corrections (DOC), Division of Youth Services (DYS) and State Operated Programs (SOPs, which are comprised of Missouri School for the Blind, Missouri School for the Deaf and State School for the Severely Handicapped) because these students were not included in reporting for all students.

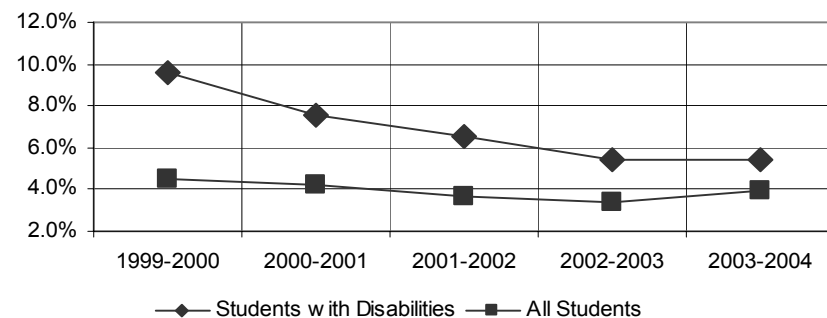
Formulas:

- Students with Disabilities Dropout Rate: Number of dropouts / Total child count ages 14-22
- All Students Dropout Rate: Number of dropouts divided by average enrollment
- Dropouts include exit categories Received a Certificate, Reached Maximum Age, Moved Not Know to be Continuing and Dropped Out

**Graduation Rates**  
**Students with Disabilities and All Students**  
 (Without DOC, DYS and SOPs)



**Dropout Rates**  
**Students with Disabilities and All Students**  
 (Without DOC, DYS and SOPs)



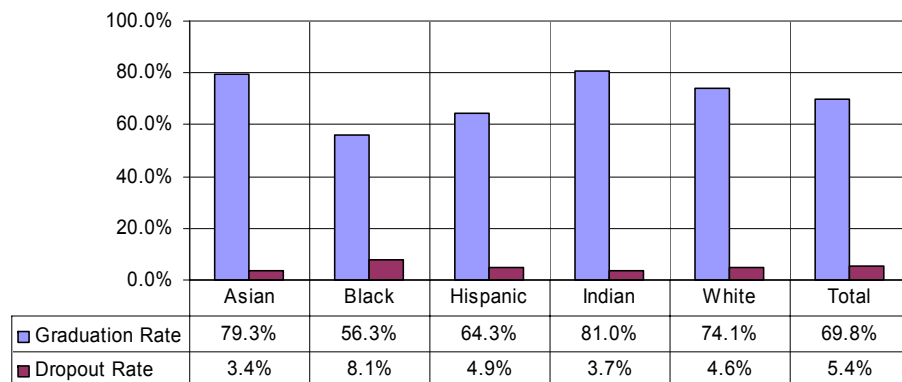
**Students with Disabilities\***  
**Counts of Exiters by Exit Category**

Exit Category	2000-2001		2001-2002		2002-2003		2003-2004	
	#	%	#	%	#	%	#	%
Graduated	4,886	60.9%	5,281	65.2%	5,655	69.9%	5,737	69.8%
Received Certificate	200	2.5%	120	1.5%	69	0.9%	46	0.6%
Reached Maximum Age	20	0.2%	11	0.1%	18	0.2%	21	0.3%
Moved, Not Known to be Continuing	869	10.8%	659	8.1%	384	4.7%	474	5.8%
Dropped Out	2,052	25.6%	2,023	25.0%	1,964	24.3%	1,944	23.6%
Total Dropouts	3,141	39.1%	2,813	34.8%	2,435	30.1%	2,485	30.2%
Total Graduates and Dropouts	8,027	100.0%	8,094	100.0%	8,090	100.0%	8,222	100.0%

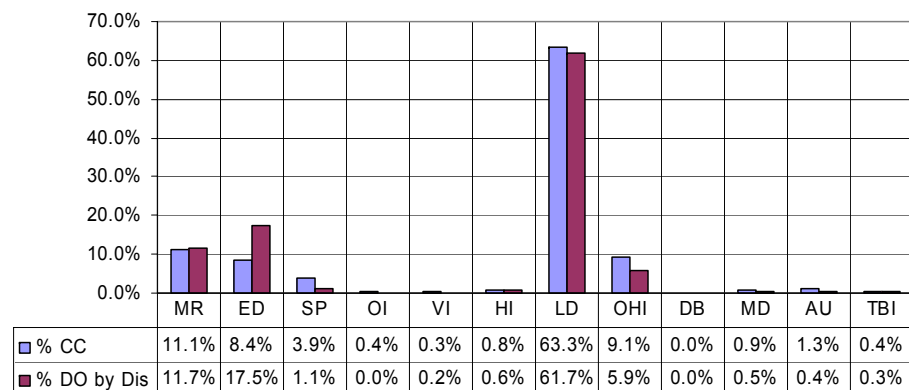
Source: Screen 12 of Core Data Collection System as of 3/24/05

\* Without SOPs, DOC and DYS

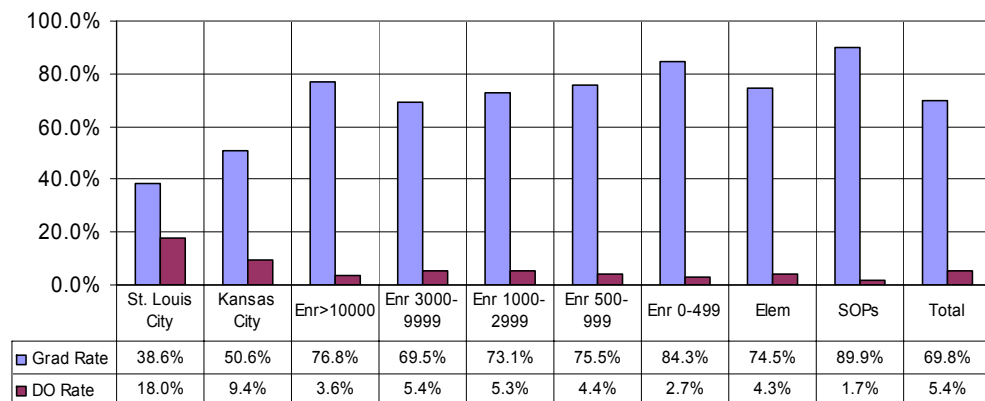
**Graduation and Dropout Rates  
2004 IEP Students by Race/Ethnicity**  
(Excludes DOC, DYS and SOPs)



**Dropout and Child Count Percents  
2004 IEP Students by Disability Category**  
(Excludes DOC, DYS, and SOPs)



**Graduation and Dropout Rates  
2004 IEP Students By District Groupings**  
(Excludes DOC, DYS and SOPs)



Trend data for the past five years show that graduation rates have generally been increasing for both students with disabilities and all students with the exception of 2003-2004 which decreased slightly for students with disabilities. Likewise, the gap in graduation rates for students with disabilities as compared to all students has been narrowing except in 2003-2004 which increased as a result of the graduation rate decrease for students with disabilities and the increase for all students. For dropout rates, the gap grew due to an increase for all students and no change for students with disabilities.

Further analysis of trends in dropout data show that the highest percent of dropouts are students with specific learning disabilities (LD), however the LD percent of dropouts is less than the LD percent of special education child count. Data also show that the Emotional Disturbance (ED) percent of dropouts is more than twice the ED percent of child count. Given the large number of LD dropouts and the high propensity for ED students to drop out, LD and ED dropouts are focused areas of review for districts identified for focused monitoring in 2004-2005. Data also show that dropout and graduation rates differ between racial/ethnic groups, with the Black population having the lowest graduation rate and among the highest dropout rates. Race/ethnicity data are also being reviewed for districts selected for focused monitoring reviews in 2004-2005.

### Monitoring Data

Performance Data 201800 – The percentage of students with disabilities graduating with a regular diploma will increase and be comparable to the graduation rate in the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	19	21.3%
2002-03	80	19	23.8%
2003-04	82	22	26.8%

Performance Data 201400 – Dropout rates for children with disabilities decrease and are no higher than rates for the general population of students

	Total Districts/ Agencies Reviewed	Number not met	Percent not met
2001-02	89	33	37.1%
2002-03	80	8	10.0%
2003-04	86	23	26.7%

Monitoring data show that many districts are not meeting the performance standards for increasing graduation rates and decreasing dropout rates. Districts are required to submit assurance statements regarding implementation of a plan designed to address the low performance.

### Professional Development

Professional development trainings conducted during 2003-2004 include the following:

Training/Event Title	Districts attending prior to 2003-04	Unduplicated Districts for 2003-04	Did Not Attend this Event Prior to 2003-04	Did Attend this Event Prior to 2003-04
Measurable Goals and Objectives	146	63	44	19

Monitoring results for districts monitored in 2003-04 were analyzed in conjunction with MGO training data. A total of 96 districts were reviewed (excluding charter schools) in 2003-04. Of the 96 districts reviewed, 17 (17.7%) had been trained in MGO prior to being monitored. Of the 96 districts monitored, 25 districts were found in compliance on all MGO-related indicators and sub-indicators. Of the 25 found in compliance, 7 (28.0%) had one or more individuals trained in MGO prior

to or within the first few months of 2003-04. This suggests that attending the MGO training does increase compliance with indicators related to measurable goals and objectives. Beginning in 2004-05, corrective actions will require participation in MGO trainings.

	# of 2003-04 Districts	# of Districts Trained	Percent Trained in MGO
Total Districts	96	17	17.7%
Districts in compliance with MGO-related indicators	25	7	28.0%

## 2. Targets (for reporting period July 1, 2003 through June 30, 2004):

Benchmarks and targets were established in conjunction with the improvement plan which was submitted in July 2003. A specific benchmark was not identified for the 2003-2004 school year; however, progress will be assessed by determining progress towards the 2005 benchmark.

## 3. Explanation of Progress or Slippage (for reporting period July 1, 2003 through June 30, 2004):

In 2003-2004, the graduation rate for students with disabilities was relatively consistent with the previous year, however the gap increased slightly. Also, the dropout rate was relatively consistent with the previous year, and the gap decreased slightly. To meet the 2005 benchmarks, the graduation rate will need to increase 1.2% in 2004-2005, and the dropout rate will need to decrease by 0.1%. Trend data suggest both of these are attainable.

Graduation and dropout data for districts are being analyzed to identify those most in need of technical assistance and/or State Improvement Grant (SIG) funds. Special Education Consultants at the Regional Professional Development Centers (RPDCs) are working with targeted larger districts to drill down and analyze data in order to determine root causes of low performance in secondary transition. Based on the data and system analysis, professional development plans will be developed specific to the needs of each district.

In conjunction, secondary transition was identified as a priority area for focused monitoring and discussion began in 2003-2004 to pilot a process to identify and assist districts in need. Seven districts were selected for focused monitoring reviews in the area of transition. These reviews are being conducted during 2004-05.

A progress report on strategies can be found in the Secondary Transition cluster.

## 4. Projected Targets:

Missouri Improvement Plan			
Year	Statewide Progress	Graduation Rate*	Dropout Rate**
2004-05	Benchmark	71.0%	5.3%
2007-08	Target	80.0%	3.8%

Source: Missouri Special Education Improvement Plan, July 2003

\* Percent of "leavers" or sum of graduates and dropouts

\*\* Percent of 14-21 child count

## 5 & 6. Future Activities to Achieve Projected Targets/Results and Projected Timelines and Resources:

See Future Activities under Cluster Area V: Secondary Transition (BT) and GS.I and GS.IV